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## STRUCTURE OF PRIMARY AND SECONDARY EDUCATION SYSTEM IN SERBIA

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### *Abstract*

Education is very important human need and it gradually becomes overriding social activity, because knowledge is considered to be the most important development resource since the end of the last, and the beginning of this century. Education provides the greatest social mobility of people in modern society, both in the changes in a particular social structure, and socio-economic migration.

The educational system in Serbia was regulated by the Constitution of the Republic of Serbia on November the 8<sup>th</sup> 2006, and then more precisely defined by the Law on the Basics of the Education System, and the Serbian Government Decree on organization and implementation of religious education and alternative subject education in elementary and secondary schools. The constitutional arrangement of education is particularly regulated in the paragraph stipulating “The Right to Education” (Article 71); and then in the parts of the Constitution which deal with the use of language and the alphabet; expressing the freedom of thought, conscience and religion; churches and religious communities; fostering respect for differences; parents rights and obligations; autonomy of universities; the rights of national minorities; the rights of preserving individualities; the development of tolerance; in the jurisdiction of the Republic of Serbia; the jurisdiction of the autonomous regions and municipalities.

The main task of educational institutions is to train young people for their professional activities and at the same time to educate them according to certain social values. Universal knowledge, skills and values as well as knowledge and values that are important to the culture of certain society are transferred by education. The education system contributes to the development of society with its educational programs, textbooks, school literature, teachers, institutions, methods and organization of teaching.

**Key words:** *education, school, students, educational plan and program, professional staff, education system laws*

### **School – social institution of education**

School is the major social institution of education. “From the pedagogical point of view: school is institutionalized form of education.”The society/state organizes school as a special institution for successful education. In contemporary society, school is a public institution whose establishment and activities develop under conditions regulated by the

laws of each society/state. School is the first social institution in which a child spends much of its time, and the place where a child is, for the first time, confronted with the social responsibility outside family. School provides for a child: education – general and professional (knowledge, habits and skills) that life and work in society require; upbringing – knowledge of social discipline; socialization – adjusting to life in a non-related social group (education as a part of socialization under the influence of group of peers); education – knowledge about oneself, others and society as a whole (education as a part of socialization); upbringing – introduction and adoption of a particular socially acceptable system of values.

School as a subsystem is a part of the education system, just as education and school systems are parts of global social system. It functions in a very dynamic environment, and therefore it is exposed to permanent and new demands, challenges, and influences. All this contributes to a state in which school constantly changes and faces reform requirements, and develops. School is the foundation and backbone of the education systems in general. It is expected that school efficiently, quickly and effectively fulfills numerous goals and tasks imposed by society, government, environment, parents and children.

## **Primary education**

In the new Constitution of the Republic of Serbia, the right to education is declared in the first paragraph of the said article, and then it is stated more precisely that primary education is compulsory and free. The state is most interested in the work of primary schools, because they provide fundamental knowledge about nature, society and human opinion, and also basic social values and norms that help young people enter adulthood so they can be efficiently incorporated into it. “Primary school today represents the first and fundamental level of education within which basic general knowledge is acquired and foundations for future education are formed. It provides the basis for development and basic knowledge on everything that is the legacy of human civilization. It is the groundwork on which other levels of education will be built. The key to success or failure of students in education is believed to lie in the initial grades of primary school.”<sup>1</sup>

Every academic institution or form of education in which education can be continued at the next level must rely on primary school, on the level of education that it gives. It provides continuity in education in both, further education and on higher levels and in primary school itself, because it gives general, basic knowledge.

Primary education became more gradual and comprehensive thanks to conditions created by society. In our education system primary education covers the period of compulsory education (it lasts 8 years), unlike some other countries.

A uniqueness is the characteristic of primary school results from the fact that the primary school is the only institution at this level and age, which also means that primary school is available to the entire young generation in terms of tasks that it

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<sup>1</sup> R. Nikolić, *Kontinuitet uspeha učenika osnovne škole*, Belgrade, 1998, page 1

implements in common fields. It is unique in content and organization as well, and it is a type of public school in our country. The uniqueness in the organization does not mean uniformity. On the contrary, it encompasses a number of primary school organizational models. Similarly, the uniqueness in tasks that it implements in common fields does not mean uniformity in terms of requirements and outcomes of educational process. Everybody reaches their maximum according to their own capabilities, even when it comes to general compulsory contents. Non-selective character of the primary school comes from this.

Unlike some other countries, we do not practise to select students in primary school in any way. If there is a mild selection, then it is the selection in terms of personal, free choice of students, according to their preferences for specific forms and contents of educational activity at school (leisure activities, clubs, free time etc.), and between older primary school students (from fourth grade).

Primary school is a fundamental and very powerful factor of individual and social development and socio-cultural integration of generations. It lays the foundations of individuality and sociality in the area of individual and social development, taking into accounts both personal characteristics, and interests and requirements of the social environment. The actual primary school position indicates the entire social and cultural progress. "Compared to the other levels of education, primary school is the most widespread institution; it exists in every human habitat, it is available to everyone, and this is the reason why people call it, though today less than before, national school"<sup>2</sup>

The continuity of teachers' influence on students is expressed in primary school more than in secondary schools. The homeroom teacher has the chance to get to know his students during the period of four years, to monitor their development and progress, the conditions in which they live and study and their final achievements.

Primary school is the most open to the local environment. School's cultural activities that implement in the structure of people's everyday life, contribute to its quality. School is the center of culture, especially in less urban areas. Educational and social influence of school is increased by connecting school with local community.

Furthermore, primary school takes care of students' free time organization more than other forms of school education. It offers various activities (recreation, fun, sports, culture, social activities, etc.). The concern about students' health, as an important determinant of their development and success, is expressed through these activities.

### *Objectives of primary education*

The objective of primary education is the acquisition of general knowledge, the harmonious development of personality and preparation for life and for further professional education. The objectives of primary education are defined by the Law on Primary Education. "Primary education provides:

- preparing for life, work, and further education and self-education;
- mastering the basic elements of modern general education;

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<sup>2</sup> *Idem*, pg. 3

- preparing for application of the acquired knowledge and skills and creative use of free time;
- development of intellectual and physical abilities, critical thinking, independence and interest in new knowledge;
- becoming aware of the basic laws of development of nature, society and human thought;
- acquiring and developing awareness of the need to keep one's health and to protect nature and the environment;
- development of humanity, truthfulness, patriotism and other ethical personality traits;
- education for human and cultural relations between people, regardless of gender, race, religion, nationality, and personal belief;
- cherishing and developing the need for culture and preservation of cultural heritage;
- acquiring basic knowledge on good manners in every situation.”<sup>3</sup>

### *Curriculum for primary school in Serbia*

Curriculum is a very important act on which teaching process in primary school is based, passed by the Minister at the recommendation of the National Education Council.

Curricula of primary education include:

- compulsory subjects in every grade in primary education;
- elective courses in every grade in primary education;
- forms of education used for teaching compulsory and elective courses;
- annual and weekly number of classes per subject.

Primary educational program includes:

- purpose, goals and objectives of education;
- required and recommended contents of compulsory and elective subjects;
- recommended activities in education;
- way of adapting the program of music and ballet education, education of adults, education of students with disabilities, students with special abilities and education in the minority language;
- general and specific standards of knowledge;
- other issues important for educational program.

Educational plans and programs represent the base for:

1. adoption of the school curriculum in primary education;
2. adoption of final exams;

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<sup>3</sup> *Law on Primary School, Revised text*, Official Gazette RS, no. 50/92, 53/93, 67/93, 48/94, 66/94, 22/02

## 3. evaluation of the quality of education.

number	SUBJECT	GRADES																
		I		II		III		IV		V		VI		VII		VIII		
		week	year	week	year	week	year	week	year	week	year	week	year	week	year	week	year	
1.	Serbian lang.	5	180	5	180	5	180	5	180	5	180	4	144	4	144	4	136	
2.	Foreign lang.	2	72	2	72	2	72	2	72	4	144	3	108	2	72	2	68	
3.	Art	2	72	2	72	2	72	2	72	2	72	1	36	1	36	1	34	
4.	Music	1	36	1	36	2	72	2	72	2	72	1	36	1	36	1	34	
5.	Nature and social studies	2	72	2	72	2	72	-	-	-	-	-	-	-	-	-	-	
6.	Nature study	-	-	-	-	-	-	2	72	-	-	-	-	-	-	-	-	
7.	Social study	-	-	-	-	-	-	2	72	-	-	-	-	-	-	-	-	
8.	History	-	-	-	-	-	-	-	-	1	36	2	72	2	72	2	68	
9.	Geography	-	-	-	-	-	-	-	-	1	36	2	72	2	72	2	68	
10.	Physics	-	-	-	-	-	-	-	-	-	2	72	2	72	2	68		
11.	Mathematics	5	180	5	180	5	180	5	180	4	144	4	144	4	144	4	136	
12.	Biology	-	-	-	-	-	-	-	-	2	72	2	72	2	72	2	68	
13.	Chemistry	-	-	-	-	-	-	-	-	-	-	-	-	2	72	2	68	
14.	Technical education	-	-	-	-	-	-	-	-	2	72	2	72	1+	36	72	1+	36
15.	Physical education	3	108	3	108	3	108	2	72	2	72	2	72	2	72	2	68	
	TOTAL	20	650	20	650	21	690	22	722	25	900	25	900	25	936	25	864	

## Curriculum

*Students' assessment and progress*

Students are graded in all subjects and behavior. During the semester, a student must be graded in each subject, at least twice, and in behavior at the end of the first and second semester. Overall success of a student is estimated at the end of the first and second semester. The grading of the students is public. The method of grading is passed on by the Minister of education. The 1<sup>st</sup> to 4<sup>th</sup> grade students are graded by their homeroom teacher. The 5<sup>th</sup> to 8<sup>th</sup> grade students are graded by subject teachers during the semester and a final grade is determined by the Class Council, at the proposal of the subject teacher. The grade in behavior is determined by the Class Council, at the proposal of the homeroom teacher.

Students' grades are numerical and descriptive: excellent (5); very good (4); good (3); sufficient (2); insufficient (1). Grade insufficient (1) is failing. Students' success in elective subjects is graded descriptively, based on criteria established by the Minister of education. Criteria and methods for assessing students who attend religious education are established by the Minister of education, according to the joint proposal of the Ministry of Religious and traditional churches. Religious education grades and grades in other subjects determined by the Minister of Education do not affect the overall success of students. Students' behavior is graded descriptively: exemplary, very good, good, satisfactory and unsatisfactory. "A grade is the means of school subject success evaluation, that is, it represents the relation between what is wanted and what a student has achieved. Students' overall success is determined by the arithmetic mean of all positive grades. Overall success can be excellent, very good, good and sufficient.

– Excellent – mean grade is at least 4.50;

- Very good – mean grade is between 3,50 and 4.49;
- Good - mean grade is between 2.50 and 3.49;
- Sufficient - mean grade is between 2 and 2.49;

Failing grade in elected subject, except foreign language grade, is not to be recorded in student's diploma."<sup>4</sup>

The student passes to the next grade if he/she has positive marks in all compulsory subjects and in foreign language as an elective subject at the end of the school year. The 1<sup>st</sup> to 4<sup>th</sup> grade student who has a failing mark in two compulsory subjects most can pass to the next grade. Fourth graders cannot pass to the fifth grade if they have a failing mark in mother tongue or in mathematics. School Council makes the decision about the student's passing to the next grade, based on the opinion of the student's homeroom teacher. The fifth to eighth grade students who have a failing mark in one or two compulsory subjects, including a foreign language as an elective subject at the end of the second semester take a makeup exam. Students take the makeup exam in August, and the eighth graders take the makeup exam in June examination period. Students who have more than two failing marks at the end of the second semester, and students who do not pass the makeup exam or do not take it, fail the grade.

The student who has not attended more than the third of the total annual number of classes, and has not mastered the content of the curriculum, and the 5<sup>th</sup> to 8<sup>th</sup> grade student who has not been assessed in one or more subjects takes the class exam. The student who fails the class exam in one or two subjects takes the makeup exam. The student who does not take the class exam or does not pass it in the makeup examination period fails the grade. The student can take the makeup exam in the foreign language he/she has not studied in school. The exam is organized according to the curriculum for the specific grade. School issues a certificate for the passed exam. Makeup, class and other exams are taken before the examination panel consisting of at least three members, formed by the school principal. The panel's grade is final.

### *Teachers and professional associates*

Teachers with the appropriate faculty or foundation degree can teach classes from 1<sup>st</sup> to 4<sup>th</sup> grade. Classes in Serbian or minority language can be taught by the teacher who has a proper degree in the language or who passes the language and methodology exam at the appropriate advanced school or university. Specific subject classes can be taught by the teacher who has a proper faculty degree.

Teachers, professional associates and kindergarten teachers have the right to strike on condition that school is open for minimum of working hours. Working minimum for teachers is 30 minutes per class in the daily schedule and for associates and kindergarten teachers 20 hours per week. The school principal initiates disciplinary action against teachers and professional associates who participate in the strike. The measure for the violation of duty is the termination of employment.

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<sup>4</sup> *Law on the Basics of Education System*, Official Gazette RS, number 62/2003 and 64/2003, June, 25th 2003.

### *The education of students with disabilities*

A child with disability is educated in primary school according to the report on the type and degree of disability.

Children with disabilities are:

1. with physical and sensory disabilities (physically handicapped, blind and visually impaired and deaf and hard of hearing);
2. with mental disabilities (mild, moderate, severe and profound);
3. with multiple disabilities (with two or more disabilities, autistic etc.)

The type and degree of disability are determined by the medical board.

Classification of children is usually done before they start primary school, however it can be done while they attend school.

The child's health ability to study and type of school which the child will start are determined by the report on the type and degree of disability. The report is issued by the municipal or city administration, based on the opinion of Commission for Children with Disabilities. The commission is appointed by the municipal or city administration, at the proposal of health care institution and consists of: a specialist in the relevant field of medicine, psychologist, educator, special education teacher and a social worker. Two or more municipalities can form a joint commission. The child's parent or guardian has a right appeal against the assessment of the child's health ability to the competent municipality or city authority. Authorities make a decision about the appeal according to the opinion of the special medical commission formed by two or more municipalities. A parent is obliged to enroll the child in school appointed by the final decision on classification. The government sets the criteria and procedure for classification of children with disabilities and the way in which the commission works.

The curriculum of primary education is made for each type and degree of disability. Curriculum specifies: education goal, objectives and content; duration of education; age of the students who are to be enrolled in school; number of students in the class or group; weekly and annual number of classes and other forms of education; duration of one class; ways to help students choose their profession. Classes from 5<sup>th</sup> to 8<sup>th</sup> grade can be taught by form teacher, or as departmentalized instruction, depending on the type and degree of disability. One class or group may have up to ten students, depending on the type and degree of disability. A class with multiple disability students may have up to six students. School for students with disabilities can be found, and it has to have at least eight classes. Schools can perform activities of preschool education, primary and secondary education for the students with the same type of disability, in accordance with the law. The school can arrange accommodation and meals for preschool children in the students' home. It can be boarding school or school with daily accommodation and meals. Conditions for students' accommodation are regulated by the Minister of education. Classes from 1<sup>st</sup> to 4<sup>th</sup> grade can be taught by a special education teacher who has at least a foundation degree. School subjects in 5<sup>th</sup> – 8<sup>th</sup> grade can be taught by a teacher with a proper faculty degree in the subject and who is trained in Special Education faculty to work with students with disabilities. The Minister of Education issues the training program for teaching students with disabilities, and the exam is taken at the Special Education faculty.

### *Primary adult education*

Persons who are older than 15, and do not attend school regularly (hereinafter adults), acquire primary education based on the curriculum for adults, and in accordance to the law. Curriculum for adults specifies: the education aim, objectives and content, weekly and annual number of classes and other forms of education and the ways and forms of teaching. Adults may acquire primary education by attending classes or taking exams. Primary education for adults is organized by grades 1 - 8, and lasts for four years. Up to 20 adults can be in one class or group. Registration and exam period is regulated by the institution for elementary education of adults' statute. Adults pass the grade if they have positive marks in all subjects. Adults who have failing marks in some subjects take the exams in those subjects. Adults' behavior is not graded. Adults receive a certificate for each passed grade, and certificate for primary education. The Government may entrust adult education to other legal entities. The municipality keeps a record of illiteracy of persons without primary education.

### *Additional primary education of Serbian children abroad*

A Serbian citizen has the right to request the validation of a primary school certificate which he/she has obtained in a foreign country. A foreign citizen has the right to request the validation of the foreign diploma or its equivalent if he/she has a legal interest in it. The Ministry of Education is in charge of the validation procedure. The validation of a foreign certificate for its Serbian equivalent gives the right to an applicant to pursue further education in Serbia or carry out the relevant professions. The validation process takes into account: the educational system and curricula of the country in which the certification is obtained; the duration of schooling; rights granted by a foreign school certificate have others factors of importance for the decision.

If it is established that the curriculum obtained abroad differs greatly from the one it is compared with, validation is conditioned by passing certain exams or knowledge testing. Ministry of Education may entrust examination and testing to a special expert committee.

A person who has applied for validation of the foreign certificate can be conditionally enrolled to the next grade if the procedure has not been completed until the enrollment deadline. A person who requests the validation also applies the original certificate or the certified copy, and the original is submitted to the authorized interpreter for review and translation. The validation decree is final in administrative proceedings. The decree summary is written in the original school certificate and in the copy of the translation. The authority in charge of the foreign certificate validation procedure keeps the record of it and keeps the documents. The Minister of Education regulates the way of keeping record and its content.



## Secondary education

Secondary education includes schools, institutions, educational forms and programs that are intermediate in level between elementary school and university. Secondary education in our country has gone through several development stages, and its change was mostly influenced by changes in the sphere of work and production and the status and duties of primary education. Secondary education establishes certain rights of citizens, such as:

- 1) “three or four year secondary education for full-time students;
- 2) secondary education for full-time students with special abilities, gifted and talented students;
- 3) secondary education and training for full-time students with disabilities;
- 4) secondary education in a minority language or bilingual for full-time students;
- 5) two year secondary education for full-time students;
- 6) simultaneous education of students who achieve outstanding results in the learning process;
- 7) educational activities at the student dormitory”.<sup>5</sup>

Secondary school is an institution that conducts activities in the field of secondary education. The school carries out educational activities through curriculum. The school: provides general and vocational knowledge and skills for further education or work, based on the achievements of science, technology, culture and art; provides upbringing; fosters moral and aesthetic values; develops physical and mental abilities of an individual; develops awareness of the humanistic values, personal and social responsibility; and fosters health protection. School can be founded as high school, art and vocational school. High school provides general knowledge for further education during four year period. Vocational school provides vocational education and training for work and further education during three or four year period. Vocational school can also provide one year training for work, two year training, and specialized education after a year of secondary education. School carries out the curricula in Serbian language. The part of the curriculum or curriculum as a whole can be carried out in a foreign language with the consent of the Minister of Education. The school can also carry out the curriculum in the minority language, or bilingually, in accordance with the law. The school curriculum is carried out by teachers, professional associates and assistant teachers. The regular student status is obtained by students’ enrollment of each school year, under the conditions stipulated in the law. Activities that threaten or denigrate groups and individuals on the basis of race, nationality, language, sex, and religion affiliation are prohibited in school. The physical punishment and the insulting of students are prohibited in school. Land, buildings and other goods of the school founded by the Republic are State-owned.

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<sup>5</sup> Đ. Marković, *Zbirka novih propisa za osnovne i srednje škole*, Belgrade, 2002, page 67.

*Curriculum and educational program*

The basis for vocational and art school curriculum is educational profile. Educational profile includes general and professional contents based on the achievements of science, technology, culture and art, necessary for certain degree of complexity jobs within the work scope or for further education. Curriculum and educational program are passed by the Minister of Education. The curriculum of religious education is passed by the Ministry of Education and Sports and the Ministry of Religious Affairs, on the agreed proposal of traditional churches and religious communities. The school uses textbooks and teaching aids approved by the Minister of Education. The curriculum includes compulsory, elective and optional forms of education. Curriculum determines the subjects, weekly and annual number of classes per subject and their distribution by grades. The curriculum determines the goals, objectives and content of each subject, the mode of program fulfillment and the content and method of examination.

*Education plan for High school*

## HIGH SCHOOL – GENERAL TYPE

	I grade		II grade		III grade		IV grade		Total	
	week	year	week	year	week	year	week	year	week	year
I Compulsory subjects										
1. a) Serbian language and literature	4	140	4	148	4	144	4	128	16	560
6) Serbian language <sup>1)</sup>	2	70	2	74	2	73	2	64	8	280
2. language and lit. <sup>2)</sup>	4	140	4	148	4	144	4	128	16	560
3. 1st foreign lang	2	70	2	74	4	144	3	96	11	384
4. 2nd foreign lang	2	70	2	74	2	72	2	64	8	280
5. Latin	2	70	2	74	-	-	-	-	4	144
6. Constitution and civil rights	-	-	-	-	-	-	1	32	1	32
7. Sociology	-	-	-	-	-	-	2	64	2	64
8. Psychology	-	-	2	74	-	-	-	-	2	74
9. Philosophy <sup>3)</sup>	-	-	-	-	2	73	3	96	5	168
10. History	2	70	2	74	2	72	2	64	8	280
11. Geography <sup>4)</sup>	2	70	2	4	2	72	-	-	6	216
12. Biology <sup>5)</sup>	2	70	2	74	2	2	2	64	8	280
13. Mathematics	4	140	4	148	4	144	4	128	16	560
14. Physics <sup>6)</sup>	2	70	2	74	3	108	2	64	9	316
15. Chemistry <sup>7)</sup>	2	70	2	74	2	72	2	64	8	290
16. Information and com. technology <sup>8)</sup>	2+60	70	-	-	-	-	-	-	2	130
17. Music	1	35	1	37	-	-	-	-	2	72
18. Art	1	35	1	37	-	-	-	-	2	72
19. Physical education	2	70	2	74	2	72	2	64	8	280
20. Defense and protect	-	-	-	-	1+30	36	1+30	32	2	128

<b>Total</b>	30	1050 +60	30	1110	30	1080 +30	30	960 +30	120	4320
1) Serbian language and literature for minority students who acquire education in mother tongue 2) For minority students according to Article 7 in the Law on secondary education 3) Philosophy program includes logic contents. 4) Geography program includes geology and mineralogy contents. 5) Biology program includes contents on protection and improvement of environment. 6) Physics program includes contents on astronomy. 7) Chemistry program includes contents on chemical technology. 8) Block classes.										

## HIGH SCHOOL - SOCIAL-LANGUAGE DEPARTMENT

	I grade week.year	II grade week.year	III grade week.year	IV grade week.year	Total week.year					
<b>I Compulsory subjects</b>										
1. a) Serbian language and literature	4	140	4	148	5	180	5	160	18	628
6) Serbian language <sup>1)</sup>	2	70	2	74	2	72	2	64	8	280
2. language and lit. <sup>2)</sup>	4	140	4	148	5	180	5	160	18	628
3. 1st foreign lang.	2	70	3	111	5	180	4	128	14	489
4. 2nd foreign lang.	2	70	2	74	2	72	2	64	8	280
5. Latin	2	70	2	74	-	-	-	-	4	144
6. Constitution and civil rights	-	-	-	-	-	-	1	32	1	32
7. Sociology	-	-	-	-	-	-	3	96	3	96
8. Psychology	2	74	-	-	-	-	-	-	2	74
9. Philosophy <sup>3)</sup>	-	-	-	-	2	72	3	96	5	168
10. History	2	70	2	74	3	108	3	96	10	348
11. Geography <sup>4)</sup>	2	70	2	74	2	72	-	-	6	216
12. Biology <sup>5)</sup>	2	70	2	74	2	72	-	-	6	216
13. Mathematics	4	140	3	111	2	72	2	64	11	387
14. Physics <sup>6)</sup>	2	70	2	74	2	72	2	64	8	280
15. Chemistry <sup>7)</sup>	2	70	2	74	-	-	-	-	4	144
16. Information and com. technology <sup>8)</sup>	2+60	70	-	-	-	-	-	-	2	130
17. Music	1	35	1	37	1	36	1	32	4	140
18. Art	1	35	1	37	1	36	1	32	4	140
19. Physical education	2	70	2	74	2	72	2	64	8	280
20. Defense and protect.	-	-	-	-	1+30	36	1+30	32	2	128
<b>Total:</b>	<b>30</b>	<b>1110</b>	<b>30</b>	<b>1110</b>	<b>30</b>	<b>1080 +30</b>	<b>30</b>	<b>960 +30</b>	<b>120</b>	<b>4320</b>
1) Serbian language and literature for minority students who acquire education in mother tongue 2) For minority students according to Article 7 in the Law on secondary education 3) Philosophy program includes logic contents. 4) Geography program includes geology and mineralogy contents. 5) Biology program includes contents on protection and improvement of environment. 6) Physics program includes contents on astronomy. 7) Chemistry program includes contents on chemical technology. 8) Block classes.										

## HIGH SCHOOL – MATHEMATICS AND SCIENCES DEPARTMENT

	I grade		II grade		III grade		IV grade		Total	
	week	year	week	year	week	year	week	year	week	year
I Compulsory subjects										
1. a) Serbian language and literature	4	140	3	111	3	108	4	128	14	487
б) Serbian language <sup>1)</sup>	2	70	2	74	2	72	2	64	8	280
2. language and lit. <sup>2)</sup>	4	140	3	111	3	108	4	128	14	487
3. 1st foreign lang.	2	70	2	74	2	72	2	64	8	280
4. 2nd foreign lang.	2	70	2	74	2	73	2	64	8	280
5. Latin	2	70	-	-	-	-	-	-	2	70
6. Constitution and civil rights	-	-	-	-	-	-	1	32	1	32
7. Sociology	-	-	-	-	-	-	2	64	2	64
8. Psychology	-	-	2	74	-	-	-	-	2	74
9. Philosophy <sup>3)</sup>	-	-	-	-	2	72	2	64	4	136
10. History	2	70	2	74	2	72	-	-	6	216
11. Geography <sup>4)</sup>	2	70	2	74	2	72	-	-	6	216
12. Biology <sup>5)</sup>	2	70	2	74	3	108	3	96	10	348
13. Mathematics	4	140	5	185	5	180	4	128	18	633
14. Physics <sup>6)</sup>	2	70	3	111	3	118	5	160	13	449
15. Chemistry <sup>7)</sup>	2	70	3	111	3	108	2	64	10	353
16. Information and com. technology <sup>8)</sup>	2+60	70	-	-	-	-	-	-	2	130
17. Music	1	35	1	37	-	-	-	-	2	72
18. Art	1	35	1	37	-	-	-	-	2	72
19. Physical education	2	72	2	74	2	72	2	64	8	280
20. Defense and protect.	-	-	-	-	1+30	36	1+30	32	2	128
Total	30	1110	30	1110	3	1110	30	990	120	4320
1) Serbian language and literature for minority students who acquire education in mother tongue 2) For minority students according to Article 7 in the Law on secondary education 3) Philosophy program includes logic contents. 4) Geography program includes geology and mineralogy contents. 5) Biology program includes contents on protection and improvement of environment. 6) Physics program includes contents on astronomy. 7) Chemistry program includes contents on chemical technology. 8) Block classes.										

*Educational work*

Compulsory forms of education are teaching - theoretical, practical and exercises, extra instruction, remedial instruction, practice and practical work determined by the curriculum; preparatory and socio-useful work, if there is a need for it during the school year. Compulsory forms of education for part-time students may be: teaching, preparation, practical and consultative - instructional work.

Elective courses are religious education and other ethics-humanistic content subjects determined by the Minister of Education and they are implemented in accordance with the curriculum for certain school, regardless of the number of students. Students are obliged to choose one of the elective courses when they enroll the first and

every other school year. The subject that the student has chosen is compulsory for him/her in that school year.

Optional forms of education are: the teaching of minority language with the elements of national culture; the teaching of the second foreign language and subjects that are necessary for further education; training and development of students; and extracurricular forms - choir, excursions, cultural - artistic, technical, inventive, humanitarian, sports, recreational and other activities. Optional forms of education are compulsory for students who chose them.

The school brings the annual work plan which sets out the time, place, manner and professional staff for its implementation by September 15<sup>th</sup>. The curriculum is implemented at school during the school year which starts on September the 1<sup>st</sup> and ends the next year on August the 31<sup>st</sup>. Educational work is organized in two semesters. Students have winter, spring and summer holiday. Winter holiday lasts for three weeks, and spring holiday lasts for one week. The Ministry of Education establishes the school calendar and publishes it before the school year beginning. Deviations from the school calendar are individually approved by the Ministry of Education.

The high school student can have up to 31 classes per week, the vocational and art school student can have up to 33 classes per week, and the ballet school student can have up to 41 classes. If students have classes in the minority language, or bilingual, they have additional two classes per week. Students can have up to four optional classes per week. The theory and exercise class lasts for 45 minutes, and practical training lasts for 60 minutes. The shorter duration of class may be established by the curriculum for students with disabilities.

Classes are taught in a classroom with thirty students, in a group or individually, in accordance with the curriculum. School may implement practical education and practice through cooperation with the company, institution or other organization. Time, manner and conditions for the realization of practical training and practice are defined by the contract. Extra instructions are provided for students who achieve outstanding results in a particular subject and who are interested in deepening their knowledge. Remedial instructions are provided for students who fall behind in mastering the program in certain subjects. Preparatory work is provided for regular school student who takes class exam due to illness and for a part time student.

School may establish a students' cooperative in order to develop extracurricular activities. The funds acquired by selling cooperative goods or services, and by practice and practical work of students are used by the school students. Rules for cooperative activities are set by school statute and special Rulebook School monitors the development of students and helps them to choose further education and professional training. The school provides the conditions for social, technical, humanitarian, cultural and sport activities that contribute to the development of personality.

### *Enrollment*

A person who has finished primary school can enroll in secondary school. A person who has finished primary school abroad can enroll in secondary school if his/her certificate is validated. A person who has finished primary music or ballet school can

enroll in secondary music or ballet school if he/she passes the exam based on the program of that education. A person who has not finished primary school, and has finished music or ballet school can enroll in music and ballet school in order to attend classes in arts and vocational subjects. A person who has finished the appropriate school, and who has at least two years of working experience can enroll in vocational school to obtain specialized training. Which school is appropriate for obtaining specialized training is determined by the curriculum. A person is enrolled in school for disabled students, based on the decision which establishes the type and degree of disability, issued by the municipal authorities in accordance with the law.

The school proposes the number of students for enrollment in the Ministry of Education by December the 31<sup>st</sup>. The Ministry of Education decides on the number of students for enrollment in state schools by March the 31<sup>st</sup>. The enrollment in the first grade is based on open competition in June. The Ministry of Education announces a joint competition for all state schools by May the 1<sup>st</sup>. The competition also includes information about the language in which the curricula is implemented. School provides for students professional training, retraining, additional training and specialized training with the approval of the Ministry of Education. A candidate for enrollment in high school or four year vocational school takes a qualification exam. A candidate for enrollment in art school, school for students with special abilities, school where the part of the teaching is in foreign language or school for gifted students passes the entrance exam. A candidate for enrollment to school is entitled to take the qualification and entrance exam in the language in which he finished elementary school. A candidate who has passed qualification or entrance exam has the right to be ranked in order to be enrolled. The candidates' rank is determined by their success in qualification or entrance exam and in previous education. Candidates for enrollment in two or three year school are ranked according to their primary school success. Candidates for specialized training are ranked according to their success in previous education and to other conditions, determined by specialization curriculum. "The Minister of Education determines: the content, time, place and manner of passing the qualifying or entrance exams, basic standards and procedures for ranking and school enrollment, detailed requirements for evaluation of eighth grade students participation in competitions and types of competitions that are valued."<sup>6</sup>

If a student has studied two foreign languages in primary school, he is entitled to choose one of these languages upon enrollment in the first grade of secondary school, unless the curriculum appoints the learning of certain foreign language. A regular student attends classes and performs specified duties. Regular first graders can not be older than 17. Other age limits for enrollment in art schools and schools for disabled students can be established by the school curriculum. Associate students take exams and perform the specified duties. The student has the attribute of regular student in a school, unless he is trained in art school at the same time. A regular student can simultaneously acquire the curriculum or part of the curriculum of other educational profile, as a part-time student. A student, who transfers into another school to finish his education, takes additional exams in subjects which were not planned by the curriculum the student has begun to acquire, according to the general act of the school. A student enrolled in school

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<sup>6</sup> *Idem*, pg. 75

for retraining, takes exams in vocational subjects determined by the Teachers' Council. A student enrolled in school for additional training, takes supplementary exams in subjects whose contents differ, the subjects which were not planned by the curriculum and exams of the final grade, as decided by the Teachers' Council. The dormitory school accepts students at the beginning of school year based on competition. Basis and criteria for candidate ranking for their admission to dormitory school are established by the Minister of Education.

### *Assessment of students*

Assessment of students is defined as a procedure used to monitor students' educational development and determine its level in a regulated way. "Students are graded in all subjects and behavior. A student's grade is public, and it is reported to the student with an explanation. Students' success is expressed in grades: excellent (5); very good (4); good (3); sufficient (2); insufficient (1). Grade insufficient (1) is failing."<sup>7</sup> Students' success in elective subjects is graded descriptively, based on criteria established by the Minister of education. An elective subject grade does not affect student's overall success. Students' success is also graded in exams. Exams are taken per subjects and grades. Exams taken in school are: class, makeup, supplemental, final, graduation, and exam that tests training. Also, an annual exam is taken in music and art school. Examination periods are determined by the general act of school. A part-time student takes the exam for each subject in curriculum, except in physical education if he is over twenty and in defense and protection if he has done military service. A part-time student is not graded in behavior. The student who has not attended more than the third of the total annual number of classes takes the class exam. The class exam is taken in June and August examination period. The student who has two failing marks in compulsory subjects at the end of the second semester or at the class exam takes the makeup exam. The student takes the makeup exam in August examination period, in school he attends, and a final year student takes the makeup exam in June and August examination period.

A student finishes a grade when he has positive marks in all compulsory subjects at the end of the school year. A regular student fails a grade when he has at least three negative marks in compulsory subjects at the end of the second semester, when he does not take the class, or the makeup exam, or he does not pass them, and a student fails a grade in art school if he gets a negative mark in the mayor subject at the annual exam. A regular student has the right to repeat a grade once during his education. A student takes the final exam after two or three year education; the graduation exam - after four year education; specialist's exam - after specialized training; and the professional qualification exam at the end of training. Student's achievement in the exam is evaluated numerically, by the average grade. The exam is taken in June and August examination period. A regular student who fails the exam in the August examination period can take the exam as part-time student, in examination periods determined by the general act of the school.

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<sup>7</sup> Idem, pg. 76

## Summary

The global organization of society, its subsystems and structures is greatly determined and controlled by numerous state and social institutions, regulations and procedures. The same situation is with education in Serbian society. On the other hand, all aspects of social life, cultural forms, ideologies, political ideals, and social goals are expressed in the educational system. The state's motives to define the education system and gain control over its functioning are reflected in the fact that members of society are being prepared for life through education, by adopting the common system of values and codes of conduct.

The basic structural solutions in the field of education are defined in the Law on the Basics of Education System and the Law on Higher Education. The Law on the Basics of Education System introduced significant systematic changes in primary education, particularly in the area of achieved education, professionalism and quality of education and child rights. The rights and responsibilities of participants in the educational process are defined for the first time. The change in the regulation philosophy concerning children's position in education, goals and outcomes of education is evident. Furthermore, this Law provides an opportunity for extracurricular school activities in general and vocational secondary education and training of adults.

The structure of the education system in Serbia is made up of the network of interconnected functional systems and institutions, whose authorities are determined by appropriate legal regulations. This structure is defined in accordance with the projected needs of the contemporary Serbian society and scientific achievements in all fields of education work. At the same time, the education system in Serbia is correlated with other social systems in our country and the education systems of other modern societies, especially with developed European systems.

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## СТРУКТУРА ОСНОВНОГ И СРЕДЊЕГ ОБРАЗОВНОГ СИСТЕМА У СРБИЈИ

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#### *Апстракт*

Образовање је веома битна људска потреба и све више постаје најзначајнија друштвена делатност, јер се знање сматра најважнијим развојним ресурсом с краја прошлог и почетком овог века. Образовање омогућује велику социјалну покретљивост људи у савременом друштву, како у оквиру промена у одређеној друштвеној структури, тако и у друштвено-економским миграцијама.

Образовни систем у Србији уређен је Уставом Републике Србије од 8. новембра 2006. године, а потом и прецизније регулисан Законом о основама система образовања и васпитања, Законом о високом образовању, као и Уредбом Владе Републике Србије о организовању и остваривању верске наставе и наставе алтернативног предмета у основној и средњој школи. Уставно уређење образовања нарочито је прописано у тачки којом се одређује "Право на образовање" (Члан 71); а потом и у деловима Устава где се говори о: употреби језика и писма; изражавању слободе мисли, савести и вероисповести; цркви и верским заједницама; подстицању уважавања разлика; правима и дужностима родитеља; аутономији универзитета; правима припадника националних мањина; правима на очување посебности; развоју духа толеранције; надлежностима Републике Србије; надлежностима аутономних покрајина и надлежностима општина.

Образовне установе имају основни задатак да образују младе за њихову професионалну активност и да их истовремено васпитавају у складу са одређеним друштвеним вредностима. Образовањем се преносе универзална знања, вештине и вредности, као и знања и вредности које су битне за културу одређеног

друштва. Образовни систем доприноси развоју друштва својим наставним програмима, уџбеницима, школском литературом, наставницима, установама, методама и организацијом наставног рада.

**Кључне речи:** *образовање, школа, ученици, наставни план и програм, стручни кадар, закони образовног система*